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ABSTRACT

Presenting clear and concise guidelines for coordinators/trainers involved in the planning and implementation of orientation sessions for teachers and assistant teachers is the purpose of this manual. Beginning with introductory material concerning the purpose and goals of the reading improvement program and the roles served by assistant teachers, the manual consists of three main sections. The first section deals with planning for the preschool, three-day orientation sessions and the suggested agendas for each day. The second section contains six resources and four handouts for training activities, and section three contains evaluation forms for teachers and assistant teachers. The appendixes contain material on readiness, information on manuscript writing, and sample lesson plans. (EL)

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MISSISSIPPI READING IMPROVEMENT PROGRAM
TEACHER/ASSISTANT TEACHER
TRAINING MANUAL

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The purpose of this manual is to present clear and concise guidelines for Coordinators/Trainers involved in the planning and implementation of preschool orientation sessions for Teachers and Assistant Teachers. The preschool orientation should promote a positive attitude toward the implementation of the program and inform all participants of the roles that they will be expected to perform during the school year.

This manual is designed with sectional dividers and three-ring-notebook holes so that a notebook for use with this program may be compiled, if so desired. The suggestion is, as additional materials are received, that they be placed in the appropriate section of the notebook for future reference.

Even though the Teacher/Assistant Teacher Program is referred to as the "Mississippi Reading Improvement Program," it is, in fact, a basic skills emphasis program. Teachers and Assistant Teachers should be informed of this fact so that instructional activities in all of the basic skills will be planned and conducted by them.

The Teacher/Assistant Teacher Program is designed to build a strong foundation at the earliest level of public education by helping students master the fundamentals of reading and other basic skills. The program encourages each student to experience success in school. Specifically, the goals of the Teacher/Assistant Teacher Program are:

I. For individual students

- A. Increased pupil mastery of basic skills
- B. Achievement of academic skills appropriate to individual aptitude
- C. Reduced individual failure rate

II. For the classroom

- A. Reduced pupil/instructor ratio
- B. Increased time spent "on task"
- C. Promotion of individual and small group instruction

III. For the school district

- A. Achievement above the national average on standardized tests for the majority of pupils
- B. Reduced percentage of pupils retained
- C. Decreased dropout rate
- D. Improvement of pupils' daily attendance

Assistant Teachers serve to promote learning. They reinforce skills and lessons taught by the Teacher and supplement basic instruction to stimulate achievement in the basic skills. The Assistant Teachers work under the direction of the Teachers to accomplish program goals and ensure pupil mastery of basic skills. Among the key roles served by Assistant Teachers are:

1) providing individualized (one-to-one) instruction;

2) listening to pupils read and reading aloud to pupils in small groups;

3) reinforcing instruction of the Teacher with coordinated activities;

4) helping all pupils stay "on task" during classroom activities (i.e., moving about classroom to assist students in understanding and participation in instructional activities);

5) taking pupils to the library and to other supplemental resource areas;

6) supervising independent study of pupils;

7) making resource materials for independent study;

8) contributing to a positive learning environment through a plan of pupil recognition and support.

SECTION I

PLANNING FOR PRESCHOOL ORIENTATION

Planning for Preschool Orientation

Materials for coordinating the preschool orientation sessions are included in this manual. Careful study of the following materials should be made prior to the first session.

1. Suggested Agenda
2. Suggested Resource Materials
3. Suggested Evaluation Forms

The Coordinator/Trainer will need to make arrangements for the following items prior to the orientation session.

1. Physical arrangements
2. Identification of trainers, where appropriate
3. Additional special materials needed
4. Break arrangements - (snacks, if desired)

The State Department of Education suggests that the orientation sessions include separate and combined sessions for the Teachers and Assistant Teachers. The suggested training/resource materials included in this manual are designed to complement this arrangement.

Even though the suggested preschool orientation program is structured to facilitate smooth implementation of the basic skills emphasis program, it may be necessary to meet weekly with Assistant Teachers and Teachers during the first month of school. The purpose of these meetings could be to identify immediate logistical or instructional problems.

Each Coordinator is responsible for planning additional staff development training for Assistant Teachers and Teachers. The State Department of Education recommends that training sessions be scheduled on a monthly basis. Each additional staff development training session should emphasize training in a specific skill or area, such as storytelling techniques; promoting and knowing children's literature; manuscript writing; language arts activities; phonics and vocabulary building skills; math and science activities; aspects of effective team teaching; evaluating children individually and as a group; identifying learning preferences, or styles, of individual children; or any other topics which seem appropriate.

Periodically, the State Department of Education will be mailing training materials and information to Coordinators for use in additional staff development training sessions. These training materials should be distributed to the appropriate personnel and discussed during staff development training sessions throughout the instructional year.

The following materials will be needed to conduct the suggested Preschool Orientation Sessions:

- Training Manual
- Name tags
- Evaluation forms
- Magic markers
- Film projector and equipment (Lee County film)
- Newsprint
- Tape (masking)
- Strips or sheets of paper
- Extra pencils and paper
- Handouts needed for training activities
- Snacks, if desired (Optional)

Suggested Agenda

DAY 1

8:00* Teachers and Assistant Teachers should fill out name tags and respond to the appropriate evaluation forms. (Evaluation forms are included in the third section of this manual on page 10.) Teachers and Assistant Teachers should go to separate meeting rooms (as designated by the school).

8:30 Orientation for Assistant Teachers:
The welcome and introductory remarks by the Principal of the school should include:

1) an explanation of the evaluation forms which will be completed each day, emphasizing that there is likely to be information which they do not know "Before Training" but, hopefully, will know "After Training" and that they should feel free to write questions and make comments in the space provided on the forms;
2) a discussion of items listed on the sheet labeled Resource Material #1, page 10 (suggested time limit is 40 minutes);
3) a discussion/explanation of selected school materials which Assistant Teachers will be using. (The Coordinator/Trainer will need to collect, prior to this first session, the school materials which will be explained.) As materials are explained, show copies of them, such as a lesson plan book, a teacher's manual, a basal text, workbooks, and supplemental materials.

10:15 Break (coffee and doughnuts, if possible).

10:30** 1) If necessary, finish discussion started in 8:30 session.
2) Tour facilities; show where ditto machine, audiovisual, and other necessary equipment are located and explain procedures for using these. If time permits, demonstrate the use of frequently-used equipment.

11:30 Return to the designated meeting room for a brief question and answer session. Distribute Handout #1, page 20 to the Assistant Teachers.

DAY 1 (continued)

8:30 Orientation for Teachers:
The welcome and introductory remarks by the orientation Coordinator/Trainer, should include:

1) an explanation of the evaluation forms which Teachers will complete each day, emphasizing that there is likely to be information which they do not know "Before Training" but, hopefully, will know "After Training" and that they should feel free to write questions and make comments in the space provided on the forms;
2) a discussion of the items listed on the sheet labeled Resource Material #2, page 11. (A transparency could be made from the sheet containing the 23 items.);
3) an explanation for conducting the small-group activity which is labeled Resource Material #3, page 13. (Two people may be needed to conduct this activity which involves circulating among the groups to provide assistance.)

10:15 Break (coffee and doughnuts, if possible).

10:30 The speaker for each group will share the information collected during the small-group activity which was conducted before the break.

11:30 The Coordinator/Trainer will conduct a brief question and answer session.

12:00 Lunch.

1:00 Orientation for Teachers and Assistant Teachers together:
During this session, the Coordinator/Trainer should include:

1) a discussion of the items listed on the sheet labeled Resource Material #4, page 15; distribute Handouts #2 and #3, pages 21 and 22;
2) an introduction and showing of the film from Lee County.

2:30 Break (coffee, cokes)

2:45 The Coordinator/Trainer should answer questions about the film and other topics covered during the day.

3:00** Tour facilities, if unable to do so during the morning session.

3:15*** Teachers and Assistant Teachers complete evaluation forms and give them to the Coordinator. The Coordinator/Trainer should give to Teachers only Handout #4, page 24, and explain that they will be responsible for providing to the Assistant Teachers the information listed on the handout as a part of tomorrow's activities.

3:30 Conclusion of training for Day 1.

* Time blocks may vary to suit the school's needs.

DAY 1 (continued)

** If several schools are meeting together for the orientation sessions, the touring of facilities can be conducted as the last activity of the day, by allotting time for Teachers and Assistant Teachers to return to their respective schools for a tour.

*** The Coordinator should examine each day's evaluations to make sure that the preschool training needs of Teachers and Assistant Teachers are being met and to identify those areas needing further clarification. Also, the results of each day's evaluations could be summarized briefly at the beginning of the next day's session.

DAY 2

8:15 Teachers and Assistant Teachers meet together in the designated meeting room and respond to the evaluation form (for Day 2). The results of the previous day's evaluation could be summarized briefly, if so desired.

8:30 The Trainer(s) will explain the manner in which the instructional problems will be studied. The directions for this activity are labeled Resource Material #5, page 16. (At least two people may be needed to conduct the activities during the morning session.)

9:30 Each team, or small group, will share response(s) to the instructional problem(s) assigned to them.

10:15 Break (coffee and doughnuts, if possible).

10:30 If interest is sustained, continue sharing responses/answers to the instructional problems that were studied. If sharing of responses/answers has been completed, this time could be used to provide an opportunity for Teachers to demonstrate to the Assistant Teachers:

a) use of various pieces of audiovisual equipment,
b) manuscript writing procedures,
c) storytelling techniques,
d) any other skills needed immediately in the first-grade classroom.

(Additional ideas for training are contained on the sheet labeled Resource Material #6 (Optional), page 19, and could be used here.)

12:00 Lunch

1:00 Training should be conducted at individual schools. The Trainer(s) should instruct the Teachers and Assistant Teachers to go to their respective classrooms to do the things listed below and inform them that the Principal, or Trainer(s), will visit each team between 2:30 and 3:00 to see what they have done or to provide assistance, if needed. (Each team can take their afternoon break whenever they so desire.)

1) (Each Teacher will give to the Assistant Teacher the following information. The Teacher may already have some of this information written on paper, but, if not, the Assistant Teacher should write it down as the Teacher gives the information.)
   a) the goals and expectations for students;
   b) a routine/schedule of a typical day;
   c) the procedures and rules of the classroom;
   d) a list of the Teacher's duties (playground, lunchroom, and other);
   e) the copies of children's texts;
   f) a description of the approach used to teach basic skills;
   g) a philosophy of how children learn;
   h) the procedure for classroom organization and management;
   i) the names of children who will be in the classroom;
   j) a copy of the manuscript form used, phonics rules used, and any other information contained on Handout #2, which was given to them on Day 1.

2) Together, each Teacher and Assistant Teacher will decide the following information:
   a) a specific time for regular planning together;
   b) the time periods for the first week during which the Assistant Teacher is to observe only while the Teacher demonstrates how each basic skill area is taught; (This will vary from team to team; probably the first day of school will be an observation only day, but each day during the rest of the week the Assistant Teacher should plan with the teacher which periods will be observation only periods.)
   c) the specific bulletin boards (by month, season, or topic) which will be done by each of them;
   d) the specific sets of papers which will be graded by each of them;
   e) the area of the room in which will be the Assistant Teacher's desk, materials, and a filing drawer for personal belongings;
   f) the location of teaching materials in the classroom;
   g) the use of each Teacher's Manual. (If time permits, the Teacher should demonstrate how to use the Manuals.)

3:00 Teachers and Assistant Teachers return to the designated meeting room for Principal, or Trainer(s), to comment on the importance of establishing regular, team-planning sessions (such as they have just experienced).

3:15 Teachers and Assistant Teachers complete the evaluation forms for Day 2 and give them to the coordinator.***

3:30 Conclusion of training for Day 2.

DAY 3

8:15 Training should be conducted at individual schools. Teachers and Assistant Teachers meet together to respond to the evaluation form for Day 3. The results of the previous day's evaluation may be summarized briefly, if so desired. The Trainer will instruct each team to go to their respective classrooms to plan together a tentative schedule for the first week or two of school and to return to the designated meeting room at 11:00 with lesson plans, for both the Teacher and Assistant Teacher; the lesson plans should reinforce the learning objectives for designated instructional areas. Give the Teachers and Assistant Teachers Appendix C page 36, as an example of coordinated lesson plans.

11:00 Teachers and Assistant Teachers return to the designated meeting room to share selected ideas from their tentative schedules. Teachers and Assistant Teachers should complete the evaluation forms for Day 3 and give them to the coordinator.***

12:00 Lunch.

1:00 This may be a district-wide meeting. (This afternoon block of time has been reserved for whatever additional training the school system desires to do. For example, ideas contained on Resource Material #6 (Optional), page 19; aspects of the AIM plan which are applicable to the first-grade team; or identification and use of community resources may be discussed at this time.)

3:30 Conclusion of training for Day 3.

SECTION II

RESOURCE MATERIALS FOR TRAINING ACTIVITIES AND HANDOUTS

Resource Material #1

Discussion Topics For Assistant Teacher Orientation

Discussion of these topics with your Assistant Teachers will develop an awareness of some of their general professional responsibilities. Additionally, this discussion should help relieve the Assistant Teachers of some of the anxiety they may be feeling about their new positions. The discussion leader may present these topics in any desired order and may include any topics which may have been overlooked.

1. Make welcoming and introductory remarks.
2. Emphasize that Assistant Teachers will receive three types of training:
   a. initial training (orientation days);
   b. on-the-job training;
   c. on-going staff development training.
3. Let Assistant Teachers know that they should expect and receive guidance and leadership from the supervising teacher and school administration.
4. Stress that no one is expecting an Assistant Teacher instantly to become an instructor.
5. Brief the Assistant Teachers on the importance of the Privacy Rights of Students and explain that idle talk is regarded as unprofessional and unacceptable.
6. Review the school policies regarding fire drills, dismissal procedures, punctuality, student control, parent conferences, sick leave, pay periods, and how and to whom they report if they are ill and cannot come to work.
7. Discuss the role of the Assistant Teacher in sharing other assignments, such as lunchroom or playground duties, with the Teacher and the need for and necessity to fulfill these duties.
8. Point out the importance of the ability to get along with children, parents, and teachers.
9. Discuss the importance of being themselves.
10. Define the lines of communication in the system and how they should be used.
11. Encourage the Assistant Teachers to ask questions when they are unsure about what is expected of them, to share their ideas and opinions with others, and to be willing to accept professional criticism as they grow into their new roles.
12. Emphasize the importance of appropriate dress, a pleasing personality, an esprit de corps, and, most importantly, the enjoyment of being with children.
13. Stress that the job of the Assistant Teacher is not to make children dependent upon them, but to help children grow into independent learners.

Resource Material # 2

DISCUSSION TOPICS FOR TEACHER ORIENTATION

Discussion of these topics with Teachers will help orient them to their new roles and responsibilities as they work with Assistant Teachers. Additionally, reviewing these items may relieve the Teachers of anxiety that they may be feeling about including another person in their classroom programs.

1. Emphasize the point that Assistant Teachers are to help Teachers and children in the instructional process and are not to be used, primarily, as errand runners and clerical assistants.
2. Emphasize the need to develop leadership characteristics and supervision skills.
3. Stress that Teachers should not demand or ask the Assistant Teacher to do any chores that they are not willing to do themselves.
4. Point out the importance of establishing a work order which becomes routine.
5. Emphasize that the Teacher is always in charge and is the person who is responsible for the classroom and students.
6. Mention that the Assistant Teachers will need time to learn their tasks and develop skills as an instructor.
7. Point out that it is sometimes hard to delegate jobs or responsibilities to another adult but that this skill can be developed and must be if the program is to be successful.
8. Mention the importance of the Teacher's behavior as a role model in all ethical and professional ways.
9. Point out that conflict is neither good nor bad but something that is normal when two people work in confined areas for long periods.
10. Emphasize that open and positive communication is vital to a healthy program.
11. State that many changes are inevitable and that the team must make changes throughout the year as program needs change.
12. Stress that the Teacher will need to train and help the Assistant Teacher learn techniques of classroom control.
13. Point out that the quality and control of the voices of both Teacher and Assistant Teacher are necessary if the students are to understand instructions when both are working with a group.
14. State that the Assistant Teacher will need to be a friend and relate to the Teacher as a supervisor.
15. State that when problems arise the team should feel free to secure the help of the administration as needed.
16. Emphasize that "we" is the magic word in a team working successfully and that the new Assistant Teacher will need lots of guidance and positive reinforcement.
17. State that the new Assistant Teachers are likely to be nervous and insecure in the early part of the program and should be given appropriate support.
18. Point out that Assistant Teachers may be unhappy if they have too little work responsibility and equally dissatisfied if they have too much.

19. Point out that the Assistant Teacher will need the first few days to observe students, materials, and procedures. After a period of time, which will vary with the individual, Assistant Teachers will begin to work on a one-to-one basis and then move to small group situation.
20. Encourage Assistant Teachers to nurture their own natural style and to attend to tasks in ways they find most effective. This also applies to the Teachers.
21. Point out the need to experiment, finding new and better ways of orchestrating the classroom in order to nurture learning for all the students.
22. Remind Teachers to avoid assigning responsibilities beyond the Assistant Teachers' abilities or present knowledge.
23. Emphasize that when there are two adults in a room it is easy for the children to become dependent learners; it is the job of the team to help children become independent learners.

Resource Material #3

SMALL GROUP DISCUSSION TOPICS

Directions for small group activity

1. Divide teachers into groups of three-to-five people.
2. Have the group select a recorder.
3. Distribute at least one of the fifteen items, listed below, to each group for them to discuss, arriving at three or four possible approaches for dealing with the topic(s) that they have been given.
4. Have the group record their ideas with a magic marker on a sheet of newsprint.
5. Select a speaker to share the group's response to the assigned item.
6. Tape each group's newsprint to the wall for anyone to take notes from or for additional thoughts to be added.

*Note:
It may be necessary for the Trainer(s) to circulate among the groups to provide assistance to get them started initially. Also, the Trainer(s) may want to add their own thoughts to each group's ideas after they have been shared.

Items for Discussion

1. Identify some Teacher leadership characteristics and supervision skills.
2. Explain why it is important for the Teacher and Assistant Teacher to share all chores that are necessary in a classroom.
3. Discuss ways of establishing instructional tasks which will become routine.
4. Identify reasons why the Teacher should always be in charge and is the person who is responsible for the classroom and students.
5. List ways and types of responsibilities which Teachers can delegate to make this a comfortable teaching arrangement, for both the Teacher and the Assistant Teacher.
6. Explain the importance of the Teacher always conducting herself as a role model in all ethical and professional ways.
7. List possible conflicts which might arise when two people work in the classroom together on a regular basis and how these might be avoided or resolved.
8. Explain why open and positive communication is vital to a healthy program.
9. Describe some of the techniques the Teacher uses to maintain classroom control which might be helpful for the Assistant Teacher to know prior to the beginning of school.

10. List the skills the Assistant Teacher must know before assuming teacher responsibilities. (The Assistant Teacher will need the first few days to observe student materials and procedures. After a period of time, which will vary with the individual, you may want to let the Assistant Teacher begin to work on a one-to-one basis and then move to small group instruction.)
11. List ways to provide guidance and positive reinforcement to the Assistant Teacher.
12. List some things that must be done in order for the Teacher and students to benefit most from having an Assistant Teacher.
13. Explain long-range goals for the Assistant Teacher.
14. Discuss the types of discipline the Assistant Teacher and Teacher must agree on before the students come to school.
15. Identify the jobs which the Teacher, as the person legally responsible for the classroom, should never delegate to the Assistant Teacher.

Resource Material #4

ORIENTATION FOR TEACHERS AND ASSISTANT TEACHERS

Since this will be the first combined session for Teachers and Assistant Teachers, the Principal, or Coordinator/Trainer, should discuss items which were not covered during the morning's separate sessions for the two groups. The following items could be discussed.

1. The importance of Teachers, or Assistant Teachers not visiting in the halls, or the lounge, during instructional periods should be discussed.

2. The importance of classroom climate, i.e., conflict, enthusiasm, warmth, and reinforcement, and expectations, to student productivity should be discussed.

3. The school's policy regarding student discipline could be reviewed.

4. The Privacy Rights of Students could be described.

5. The ideas contained on Resource Material #6 (Optional), page 19, could be discussed.

6. Any other appropriate, applicable topics relating specifically to the school could be included for discussion during this session.

Resource Material #5

TECHNIQUES FOR COPING WITH INSTRUCTIONAL PROBLEMS

Prior to conducting this activity, the instructional problems listed below should be written on strips/sheets of paper (one problem per strip/sheet). After selecting the approach (i.e., role playing or small group) that will be used to respond to the instructional problems, distribute the problems and let the team or small groups have 15-20 minutes to plan their response(s).

If role playing is the approach used, instruct each team (Teacher plus Assistant Teacher) to assume "pupil" and "teacher" roles to act out the instructional problem along with a possible solution for coping with the problem, or they can role play a conversation in which they arrive at possible solution(s) to the instructional problem.

If a small group approach is used, divide the participants into groups of 4-6 people (2-3 Teachers plus 2-3 Assistant Teachers) who read and discuss the instructional problem, and as a group identify three ways for coping with the problem; they then select one of the three ways to demonstrate/share with the rest of the participants.

The following questions deal with instructional problems which may be present in a first grade classroom.

1. How do you maximize student participation in small group instruction and minimize single-child responses?
2. What are some good ways of dealing with students who do not have independent work habits?
3. How might the Assistant Teacher work with a student who enters school not knowing the alphabet, numbers, and shapes?
4. What do you do with a student who seems overwhelmed with having to respond to a worksheet?
5. How do you teach group discussion skills so that everyone isn't answering at once?
6. What are five ways to maintain classroom control quietly?
7. Can you list five ways to direct student behavior nonverbally?
8. What are some ways to help a child with reversal problems?
9. What are ways to teach children to listen to directions?
10. What is a positive learning climate?
11. How do you find time during the day for children to demonstrate their potential for creativity?
12. How do you manage to correct or check all papers during the same school day?
13. Can you think of some ways to organize a classroom which motivates children to ask questions?
14. In what ways do you get students to create and write their own sentences?
15. What do you do with the three or four children who enter school knowing how to read and write?

Optional:

Instead of using the above instructional problems, Teachers could be asked to take about five minutes to write their most common classroom behavioral problem and/or instructional problem; then these problems could be collected and distributed to the teams or small groups.

As each team, or small group, shares their possible solution, write the solutions on newsprint and display. After the session is over, the Trainer could be responsible for collecting newsprint lists from the walls, having the school secretary type the instructional questions/problems along with the possible solutions to them, and distributing a copy of these to each first-grade Teacher and Assistant Teacher within the first two weeks of school.

As each team, or small group, shares their possible solutions, the Coordinator/Trainer may want to add additional solutions. For example, the following possible solutions (PS) to each instructional question/problem listed above may be suggested as an additional solution by the Coordinator/Trainer. (NOTE: PS (1) refers to a possible solution to the first instructional question/problem listed above, PS (2) to the second one, etc.)

PS (1) Make yes - no, hand-held index cards for each child's response. This permits children to respond at the same time, therefore sustaining the interest of each child.

PS (2) Do not give <u>immediate</u> answers to students who are capable of giving <u>at least</u> a partially correct answer on their own.

PS (3) Play individualized games with the Assistant Teacher or another student. (Avoid using pencil and paper activities.)

PS (4) Cut the worksheet into small work segments.

PS (5) Let students identify aspects of a good group discussion. Place their ideas on poster board to be used as a reminder prior to group discussions.

PS (6) Design a good physical arrangement for the classroom.

PS (7) Use finger/hand motioning and eye contact.

PS (8) During one-on-one instruction, ask the student to draw a line with a <u>crayon</u> under (or a circle around) the first letter of a previously reversed word and then to read the word to you; repeat these steps with several other words. Next, ask the student to use a specific word (one which has been reversed) in a sentence as you write the student's sentence on paper; point to the work and ask the student to draw a line under the first letter of the (previously reversed) word; then, ask the child to read the sentence to you; repeat this process daily. (Note: Reversals are often corrected as a result of the child's development; it might, therefore, be well to ignore this problem unless it persists after Christmas.)

PS (9) As children come to you for previously given directions, ask: "What do you remember that I told you?" After they recollect what they can (praise them for this), add to it the other things you said. Then say, "Now, next time I give directions I want you to listen better so you don't have to come and ask me."

PS (10) A positive learning climate might be one in which children are working quietly on their own under the guidance of the teachers.

PS (11) Student demonstration of potential and creativity can be done through learning center organization and/or display of work.

PS (12) It is not necessary to check all papers; check the ones which are most important; let the children do some self correcting, and let some papers go unchecked.

PS (13) By never making children feel awkward about a question they have asked, they will usually be comfortable asking other questions that they might have.

PS (14) Make an attractive picture file about familiar content, and tell them to select a picture and write a sentence about it.

PS (15) Make use of learning centers, the Language Experience Approach, and library materials for the three or four children who enter school knowing how to read and write. DO NOT give them extra worksheets because this only destroys motivation and desire for learning.

Resource Material #6

OPTIONAL IDEAS FOR DISCUSSION

The following situations may or may not occur in school settings. Discuss common sense approaches for dealing with these situations.

The child says, "I don't like my Teacher, but I like you (Assistant Teacher)."

One Teacher talks about the principal, saying unkind, disloyal things.

A Teacher talks openly about her religion to children in the classroom.

Another Teacher asks the Assistant Teacher to help with instruction, but the Assistant is not assigned to that Teacher.

One Teacher is talking to another, and the Assistant overhears that the Teacher whom he/she is assisting does not like his work.

A parent calls the Assistant Teacher at home and asks why the Teacher mistreats his child.

A parent discusses the child's problems with the Assistant Teacher instead of the Teacher.

Two Assistant Teachers discuss the wide range of differences in the responsibilities that they perform in the classroom. One Assistant becomes upset.

The Assistant Teacher is taken out of her own classroom to substitute for another Teacher.

Handout #1

SUGGESTIONS FOR BECOMING A SUCCESSFUL ASSISTANT TEACHER

Below are some specific suggestions which will enable Assistant Teachers to become an effective, successful team member.

The Assistant Teacher should:

1. learn the names of pupils immediately (by making a seating chart);
2. learn as much as possible about each pupil;
3. give encouragement to pupils wherever and whenever possible;
4. praise pupils' efforts and successes;
5. be patient in dealing with pupils;
6. become familiar with the school building, grounds, and personnel;
7. learn quickly the routine of the school day;
8. become acquainted, immediately, with emergency procedures;
9. learn the location, use, and operation of equipment;
10. become acquainted with school policy in all relevant areas;
11. learn the routines of lighting, ventilation, and custodial services;
12. observe intently as much as possible;
13. inform the Teacher of your special talents or skills;
14. watch carefully how the Teacher deals with and directs pupils' behavior;
15. exchange telephone numbers with the Teacher;
16. become acquainted with other staff members;
17. be mature in conduct and demonstrate responsibility;
18. ask for clarification when there is lack of understanding;
19. be on time and leave at the appropriate time;
20. use common sense in solving human relations problems, if they arise.

Handout #2

"FOR YOU TO FIND OUT"

This checklist of questions should be used as a guide for information which should be obtained from Teachers during the preschool orientation.

1. What are your special and regular duties?
2. What records are you responsible for keeping?
3. What special services are available to the classroom and the school in which you work?
4. What schedules are you responsible for following?
5. What emergency provisions apply to your classroom?
6. When do pupils arrive? When do they leave?
7. Where and when will the pupils in your classroom play?
8. What are the most significant playground regulations?
9. For what lunchroom activities will you be responsible?
10. Where are the supplies kept and how are they obtained?
11. What equipment is available and how is it obtained?
12. Where are the special rooms and facilities in your school?
13. What is the line of communication and authority that you are to follow?
14. What pupil records are available to you?
15. To whom should you direct questions concerning school policy?
16. With whom should you discuss a problem concerning relationships?
17. What is expected of you in terms of pupil discipline?
18. Does your teacher wish you to volunteer when you think you can help?
19. What course should you follow if you feel that you have too much to do?
20. How does your teacher view the Teacher/Assistant Teacher relationship?

Handout #3

SUGGESTED DUTIES AND RESPONSIBILITIES FOR ASSISTANT TEACHERS

This list of activities which represents a wide range of possibilities, according to various categories, may be assigned to Assistant Teachers. This list is not to be interpreted to mean that Assistant Teachers are expected to perform all responsibilities immediately but that the Assistant Teacher, after a period of time of working with the Teacher, may be asked to perform such specified roles.

Role With Individual Students

Listen to student read

Listen to student (oral expression)

Assist student in specific skill development -- reading, language arts, mathematics, manuscript writing, interpreting directions, other areas

Help calm upset student

Help student build good self-concept

Review skills with student

Work with students individually according to a set schedule

Role With Small Groups of Students

Work in small group sessions on basic skills

Tell or read stories to small groups

Moderate small group interactions

Present audiovisual programs

Take small groups to the library

Clerical Duties and Responsibilities

Share in keeping records as directed

Display student's work

Pass out and collect papers

Assist in preparing stencils, charts, posters, correcting work

Monitoring and giving tests

Write on chalkboard

Other Duties and Responsibilities

Assist in planning and conducting field trips

Assist with room arrangements - interest centers

Supervise independent student study

Work with teacher in planning process

Attend parent-teacher conferences as directed

General Duties

Assume responsibility as directed by the teacher

Participate in inservice training programs

Operate within school district policies and procedures

Promote a positive image of the program

Serve as an effective role model for primary grade students

Handout #4

CLASSROOM INFORMATION TO BE SHARED WITH ASSISTANT TEACHER

Each Teacher should be prepared to give to the Assistant Teacher the following information:

a) the goals and expectations for students;

b) a routine/schedule of a typical day;

c) the procedures and rules of the classroom;

d) a list of the teacher's duties (playground, lunchroom, and others);

e) the copies of children's texts;

f) a description of the approach used to teach basic skills;

g) a philosophy of how children learn;

h) the procedure for classroom organization and management;

i) the names of children who will be in the classroom;

j) a copy of the manuscript form used, phonics rules used in the first grade, and other basic, general information used in the first grade.

Note: While it is not necessary to prepare a written response to the above items, Teachers need to be prepared to answer them on the following day.

SECTION III

EVALUATION FORMS

DAY 1 - EVALUATION FORM
FOR TEACHERS

Directions: At the beginning of Day 1, for each item to which you feel you already know the answer, place a check mark on the line under the column labeled Before Training. At the end of Day 1, indicate the items to which you now know the answers by placing a check mark on the appropriate lines under the column labeled After Training. (All forms will be collected at the end of the day.)

Before Training	After Training	I know:
_____	_____	1) the leadership characteristics needed by teachers.
_____	_____	2) the supervision skills needed by teachers.
_____	_____	3) the aspects of instructional tasks which become routine.
_____	_____	4) how to delegate jobs and which jobs are hard to delegate.
_____	_____	5) the ethical and professional roles/behaviors which teachers should model.
_____	_____	6) the role of conflict in a team teaching situation and ways to resolve it.
_____	_____	7) aspects of open and positive communication.
_____	_____	8) the techniques of classroom control that I use and how I will help my assistant learn these.
_____	_____	9) ways to provide guidance and positive reinforcement to my Assistant Teachers.
_____	_____	10) the things I must do in order to use my Assistant effectively.

In this space list any questions which you would like addressed during this orientation period.

DAY 1 - EVALUATION FORM
FOR ASSISTANT TEACHERS

Directions: At the beginning of Day 1 for each item to which you feel you already know the answer, place a check mark on the line under the column labeled Before Training. At the end of Day 1, indicate the answer by placing a check mark on the appropriate lines under the column labeled After Training. (All forms will be collected at the end of the day.)

Before Training	After Training	I know:
_____	_____	1) the Privacy Rights of Students.
_____	_____	2) the school's policy regarding fire drills.
_____	_____	3) the school's policy regarding student dismissal.
_____	_____	4) the school's policy regarding punctuality.
_____	_____	5) the school's policy regarding sick leave.
_____	_____	6) my role in student control.
_____	_____	7) what a lesson plan book is and how it is used in the classroom.
_____	_____	8) where equipment that I might need is located.
_____	_____	9) how to use the ditto and/or photocopy machine.
_____	_____	10) the lines of communication in the system and how to use them.

In this space list any questions which you would like addressed during this orientation training period.

DAY 2 - EVALUATION FORM
FOR ASSISTANT TEACHERS AND TEACHERS

Directions: At the beginning of Day 2, for each item to which you feel you already know an answer, place a check mark on the line under the column labeled Before Training. At the end of Day 2, indicate the items to which you now have an answer by placing a check mark on the appropriate lines under the column labeled After Training. (All forms will be collected at the end of the day.)

Before Training	After Training	I know:
_____	_____	1) ways to prevent or discourage single-child responses during small group instruction.
_____	_____	2) how to develop independent work habits with students who lack them.
_____	_____	3) ways to nonverbally direct student behavior.
_____	_____	4) ways to help a child with reversal problems.
_____	_____	5) how to teach children to listen to directions when they are given the first time.
_____	_____	6) how children learn or, at least, I have a philosophy of how children learn.
_____	_____	7) my role in a team teaching situation.
_____	_____	8) which jobs are expected of me in a team teaching situation.
_____	_____	9) how to organize a classroom for an effective team-teaching situation.
_____	_____	10) how to use effectively the teaching materials which are in the classroom

Use this space for comments or questions that you might have.

DAY 3 - EVALUATION FORM
FOR ASSISTANT TEACHERS AND TEACHERS

Directions: At the beginning of Day 3, for each item to which you feel you already know the answer, place a check mark on the line under the column labeled Before Training. At the end of Day 3, indicate the items to which you now have an answer by placing a check mark on the appropriate lines under the column labeled After Training.

Before Training	After Training	I know:
_____	_____	1) what I will be doing the first week of school.
_____	_____	2) which groups of children I will assume major responsibility for during each instructional period.
_____	_____	3) which materials I will be using during the first week of school.
_____	_____	4) how to plan together (with my team member) a week's schedule of instructional activities.
_____	_____	5) ways to communicate effectively with my team member.

Use this space for comments or questions that you might have.

APPENDIX A

READINESS INFORMATION*

Readiness is a stage in children's growth when they can learn easily and without frustration. Children reach this stage at different ages because readiness to learn depends on physiological, intellectual, and language growth. The following activities will help children develop readiness to read.

1. Talking about experiences: Encourage them to tell you about their family, their pets, their likes and dislikes, and other familiar topics.
2. Developing an experience chart: As the children tell their story, it is suggested that you write it. Let the children decide what details to put in the story. Allow the children to read the story after it is written, if they desire to do so. This activity is excellent at any grade level, but it is especially useful in helping children to understand what reading is and the role words play in helping us share experiences.
3. Telling about a picture: You may have to guide their thinking with pertinent questions. Examples: What is Tom doing? Why are the girls laughing?
4. Listening to stories: Read to the children, Brown Bear, Brown Bear by Bill Martin. Be sure to hold the pages so the children can see the drawings as you read. Encourage them to guess what the next rhyming animal or color surprise will be.
5. Creating a file of children's words: Make word cards from experience stories and help each child keep a file of words. Help each child choose and learn one word at a time.

Grouping procedures followed by the Teacher will facilitate the teaching and learning of needed skills. The Assistant Teacher's responsibility will be to work with the groups and with individual group members in an effort to provide needed skills and information. Opportunities to work with children in learning reading skills include:

1. Working with those who are not in the group being instructed by the Teacher (You will help them with assigned ditto sheets, workbook pages, research reports, book reports, library assignments, etc. Be familiar with the Teacher's lesson plans for each group. Have a copy of each book and stay at least one lesson ahead of the children. Work the assigned pages in the workbooks before class so that any questions that arise can be discussed with the Teacher. Familiarize yourself with all assigned ditto sheets and check your understanding with the Teacher before you attempt to help the children with it.)

*This material is adapted from The Teacher Aide: A New Link in Education, by Carr Lawrance and Nancy R. Magie, Mississippi Educational Services Center, January, 1972.

2. Keeping a record of the words missed in oral reading and helping the child practice them (Bingo games are an excellent source of drill.)

3. Making word cards using the new words to be introduced each day (After reading circle, flash the cards to the group. Let them respond with a sentence using the new word. File the cards under the book title and lesson or page number. Use them often for review. These cards can be made for an entire book ahead of time. Use the Teacher's manual for organizing them.)

4. Listening to the child's oral practice of reading (Help the child with correct pronunciation, expression, volume, and posture. An important part of the Assistant Teacher's work is just listening to a child -- his problems, joys, etc.)

Language Growth

A variety of techniques for promoting language facility are available to the Assistant Teacher. The following suggestions will serve as a beginning.

1. Assist groups and individuals in playing any available educational reading game. (Learn to play it yourself so that any questions can be answered authoritatively. You will learn much as you play the games.)

2. Help students prepare book reports. (With the Teacher's permission, you may help the child to organize the report around the most interesting character, the best liked character, the funniest incident, the happiest incident, the bravest character, etc. You may help the student draw an illustration or make a puppet to be used in the oral presentation. You may keep a record of books read by each child. Read as many library books as you can so that you can recommend the good ones.)

3. Assist students with construction projects, such as the building of the Mayflower or the preparation of a terrarium.

4. Help students make a mural of storybook characters, characteristics of the United States, the landing of the Mayflower, etc. (Murals can strengthen learning in any content area if proper guidance is forthcoming from the Teacher or Assistant Teacher.)

5. Help with other forms of oral expression, to include:

   a. introductions in contrived social situations in the classroom;

   b. correct use of the telephone (Have the children call each other on toy telephones. They may practice correct procedures for asking, "Who is calling?" and for giving information such as, "Father is out; may I take a message?", etc.;

   c. practice with dramatic plays, finger plays, choral reading, etc. (Excellent sources of materials may be found in the library.)

APPENDIX B

MANUSCRIPT WRITING*

When studying the attached illustration of manuscript writing, the reader should note that strokes used in manuscript writing are comprised of straight lines, circles, and parts of circles. According to the Zaner-Bloser guide:

- straight lines begin at the top;
- circles and parts of circles start at the top and move right or left and then down;
- capital letters and tall lower-case (small) letters are the same height which is double space of small letters. For better proportion, the small "T" may be 1 1/2 spaces tall; and
- letters with loops below the base line should go down about 1/2 space, so that they will not interfere with words placed on the next line.

To help you further develop a good style in manuscript writing, the following procedural guide is provided:

Capital-Letter Procedures

A--slant, slant, across
B--down, out curve in, out curve in
C--curve
D--down, curve
E--down, out, out, out
F--down, out, out
G--curve, and in
H--down, down, across
I--down, across, across
J--down, curve, across
K--down, slant, slant
L--down, out
M--down, down, slant
N--down, down, slant
O--around
P--down, around
Q--around, slant
R--down, around, slant
S--curve, and curve
T--down, across
U--down, curve, down
V--slant, slant
W--slant, slant, slant, slant
X--slant, slant across
Y--slant, slant, down
Z--across, slant, out

Small-Letter Procedures

a--around, down
b--down, around
c--curve
d--around, down
e--across, curve
n--down, curve, down
o--around
p--down, around
q--around, down
r--down, curve

*This material is adapted from The Teacher Aide: A New Link in Education, by Carr Lawrence and Nancy R. Magie, Mississippi Educational Services Center, January, 1972. The manuscript letters and numerals guide are from the Zaner-Blaser Company, 1969. NOTE: This information is included in this manual as a guide and is not intended to replace the manuscript program adopted by the various school districts.

f--curve, down, out
g--around, down, curve
h--down, curve, down
i--down, dot
j--down, curve, dot
k--down, slant, slant
l--down
m--down, curve, down, curve, down
s--curve and curve
t--down, across
u--down, curve, down
v--slant, slant
w--slant, slant, slant, slant
x--slant, across slant
y--down, curve, down, curve
z--across, slant, out

The procedures outlined above provide for the writer to begin at a point farthest to the left, and then move progressively to the right.

The beginning point of a round stroke determines the direction of the stroke. For example in writing the "d", move upward and to the left, and for the "b", move upward and to the right.

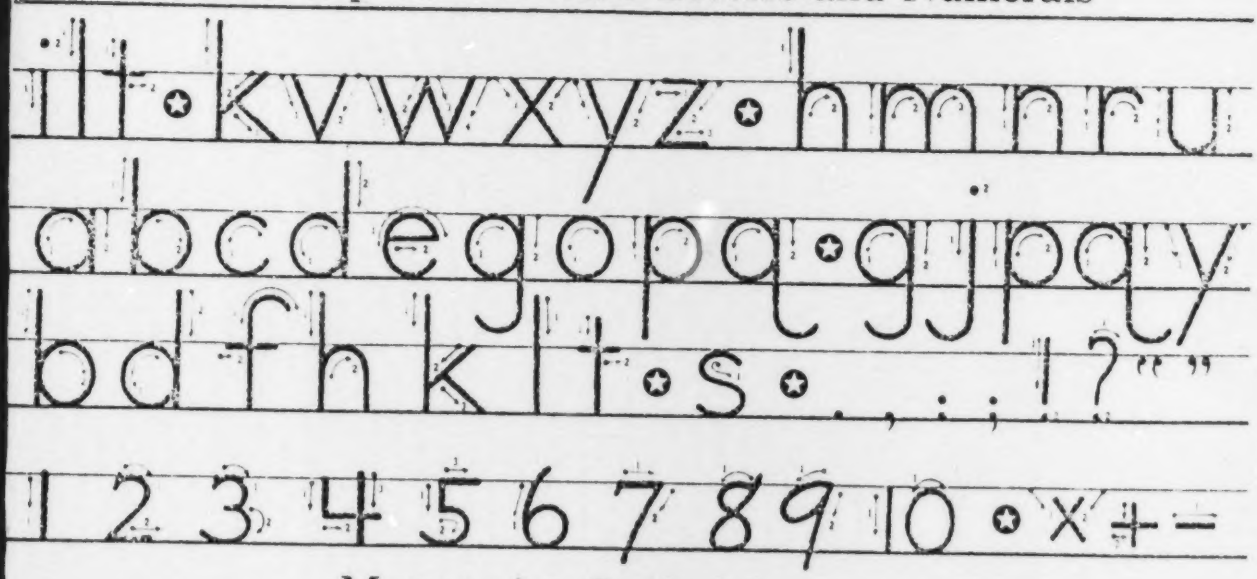
The writer must learn to space words carefully by leaving an imaginary "o" between words. For the letters "l" and "i" use slightly less than one-half space normally used for other letters. Letters, such as "m", "g", and "w" take more space than letters, such as "c", "d", and "z".

All capital and tall small letters are twice the size of other small letters. Letters extending below the line end approximately three-fourths of the way to the next line

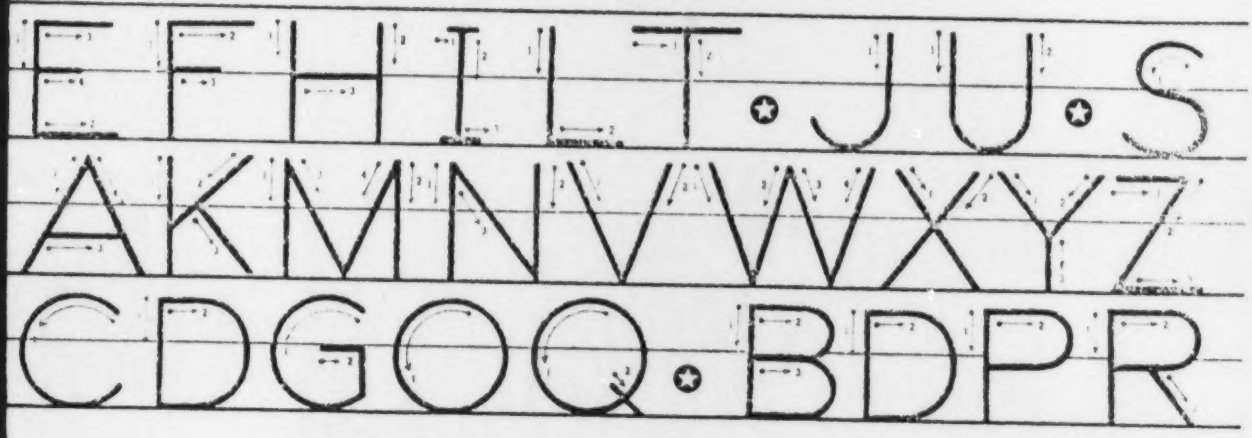
Procedural outline for improving manuscript writing

- The person should analyze his manuscript according to the standard attached or by a standard used in the school system if it varies from the one provided.
- The person should practice manuscript a few minutes every day.
- After each practice session, the person should compare his manuscript to the recommended standard.

Manuscript Lower-case Letters and Numerals



Manuscript Capital Letters



THE ZANER-BLOSER COMPANY

Handwriting

BY

PARKER ZANER BLOSER

APPENDIX C

SAMPLE LESSON PLANS

The reason for including sample lesson plans for both Teachers and Assistant Teachers for weeks one and five is to show the increased instructional duties which Assistant Teachers may assume as time progresses. Please note that the words SUPERFRIENDS, SMURFS, and PEANUTS refer to the different reading groups.

SAMPLE LESSON PLANS

TEACHER 1st WEEK

	8:55-9:15 SUPERFRIENDS (high group)	9:20-9:50 SMURFS (ave. group)	9:55-10:25 PEANUTS (slow group)
MONDAY	Write experience story about classroom turtle. What does he eat, where is he from, what colors is he, etc. From story develop sight words the, and, I, and turtle Each child will make a word card for his word bank.	Experience Activity-- Sing "Happy Birthday to You" Make a list of Bb words Readiness Book pages 5-6.	Using potatoes write a potato story with group. Group will first have to learn the names of each kind of potato used. Readiness book--pages 1 and 2
TUESDAY	SUPERFRIENDS Reread experience story from yesterday. Review the sight words developed. Introduce the sounds of Mm, Bb, Tt, and Rr in initial position. Using list of words have kids clap when they hear words having requested sound	SMURFS Introduce the sounds Mm, Tt in initial position. Clap when sounds are heard in words given. Play "I Have an Old Trunk" Child names items in the trunk beginning with given sounds	PEANUTS Review patato stories from yesterday Repeat writing the story using construction paper shapes instead of potatoes. Find pictures of other signs that are used for words that the group knows. i.e. Coke, MacDonalds arches, etc.
WEDNESDAY	SUPERFRIENDS Given the sentences of the experience story written on strips of paper, the children will reconstruct the original story. Each child will cut up their sentence strip into word units and glue onto a card for inclusion in their word bank. Readiness Workbook pages 30-32	SMURFS Introduct Rr and Ff in initial position. Practice writing letters B, M, T, R, and F. Readiness Book pages 13-15	PEANUTS Review potato story using alphabet letters for the construction paper shapes. ie. w=white potato s=sweet potato y=yam Readiness book pages 3-5
THURSDAY	SUPERFRIENDS Read first story in Sun Up Following oral reading and discussion do worksheet in workbook pages 1 & 2.	SMURFS Give children a collection of pictures cut from old magazines. Each child will name the item shown and place it in the correct pile according to its beginning sound. Pictures will show B,M, T, R, and F pictures.	PEANUTS Each child will create a potato poem to share with the group. He may use a concrete item, a picture symbol, or letter symbols to represent words in the poem or story.
FRIDAY	SUPERFRIENDS Workbook page of games and puzzles for story #1 in Sun Up. Workbook page 3. Review knowledge of alphabet letters each group member can identify and write at this point. Review known sight words.	SMURFS Test of letters taught thus far from Reading Test Booklet, Page 6.	PEANUTS Practice writing letters Ww, Yy, Ss, in sand box. Practice writing each letter in writing tablet. Make a row of each letter

MONDAY	10:30-11:00 LUNCH 11:10-12:00 Individual Attention. Assist students with seat work. Learning center time	12:00-1:00 MATH Counting items by ones and twos to ten; to twenty. 1:00-1:20 RECESS 1:20-1:40 HEALTH Fire drill procedures; school exits.	2:30-2:45 STORY TIME 2:45-3:00 DISMISSAL Prepare for tomorrow
TUESDAY	10:30-11:00 LUNCH 11:10-12:00 Individual attention, time on task, seatwork, and learning center time.	12:00-1:00 MATH Writing numbers 1-10 & 1-50 Use grid paper with some of the numbers already filled in. Children must fill in missing numbers. 1:30-1:30 RECESS 1:40-2:30 Social Studies Visit principals' office	2:30-2:45 STORY TIME 2:45 Dismissal 2:45-3:00 Prepare for tomorrow
WEDNESDAY	10:30-11:00 LUNCH 11:10-11:30 Individual attention, time on task with seatwork. 1:30-12:-- LIBRARY	12:00-1:00 MATH Matching numbers to items and pictures of items. Group will match the number 5 with the picture of five items. Workbook pages 5-6 1:00-1:30 RECESS 1:45-2:15 MUSIC	2:15-2:30 Room Clean up 2:30-2:45 Story Time 2:45 Dismissal Prepare for tomorrow
THURSDAY	10:30-11:00 LUNCH 11:10-12:00 Individual attention to seatwork, time on task activity.	12:00-1:00 MATH Children in groups of three. Groups will count items in the classroom and fill in the numbers on appropriate lines on their counting chart. 1:00-1:30 RECESS	1:30-2:30 ART Make collages with packing materials in art box. 2:30-2:45 Clean up 2:45 Dismissal and Prepare for pomorrow
F	10:30-11:00 LUNCH 11:10-12:00 Individual attention, time on task, and learning center time.	12:00-1:00 MATH Tests: Matching numbers, writing numbers, and writing numbers in sequence 1-25. 1:00-1:30 RECESS	1:30-2:20 SCIENCE Class will take a nature walk aroud the block or around the general school area. Purpose will be to look for and collect signs that fall is coming. 2:25-2:45 Story Time 2:45 Dismissal

ASSISTANT TEACHER IST WEEK

MONDAY	8:45-9:15 Reading Observe classroom teacher teaching a language experience lesson to the Superfriends.	9:20-9:55 Reading Assist the children from Superfriends group in copying their sentence from the experience story into their writing books. Note which children have difficulty with the letters and writing them.	9:55-10:15 Reading Observe classroom teacher teaching a lesson to the Peanuts group.
TUESDAY	Reading Review with the Peanuts group materials from Readiness Book pages 1 and 2. Sandbox--Trace the letters Aa, Bb, Cc, Dd, and E e.	Reading Observe the classroom teacher teaching a phonics lesson to the Smurfs group.	Reading Work with the Smurfs group to find pictures of things starting with the B,M, and T sounds. Glue these to pages (one page for each sound) These will become pages in a picture dictionary.
WEDNESDAY	PEANUTS Work with this group to select pictures with the beginning sounds of B, W, Y, S, for making a picture dictionary.	SUPERFRIENDS Work with the group to find and cut out pictures beginning with the letters A-G for picture dictionary making.	SMURFS Given news headlines have the children circle the letters R and F as they find them. Cut out pictures beginning with R and F for picture dictionary.
THURSDAY	Reading Observe the classroom teacher teaching a directed reading lesson from the reading book to the Superfriends group.	Reading Assist Superfriends group as they work on workbook pages 1 & 2. Give each child a card squared off in a five square by four square grid. Have them copy one of the words from their word box in each square. Use tomorrow to play word bingo.	Reading Observe classroom teacher teaching lesson to the Peanuts group.
FRIDAY	Reading--PEANUTS group Practice writing the letters Bb, Ww, Ss, Yy. Glue pictures in picture dictionary and write the words under each picture	Reading--SUPERFRIENDS Play Word Bingo game that children made yesterday. One child calls the words while the rest look for that word on his/her card. First one to get a full row yells Hot Dog!	Reading--SMURFS Practice writing the letters Bb, Mm, Tt, Rr, Dd, in their writing books. Work to finish these pages in the pictionary dictionary as well.

ASSISTANT TEACHER 1st WEEK - CONTINUED

MONDAY	10:30-11:00 LUNCH 11:10-12:00 Individual attention. Help and observe teacher as she conducts this period of time. Give assistance to children who need help with their seatwork.	12:00-1:00 Math Observe teachers lesson on counting 1:00-1:30 RECESS Go outside with children and monitor playground activity. 1:40-2:30 HEALTH Assist classroom teacher and principal with this	2:30-2:45 Story Time Teacher will demonstrate a story telling activity and start a new picture book with the class 2:45 Dismissal Hall Duty until 2:55
TUESDAY	10:30-11:00 LUNCH 11:10-12:00 Individual attention assisting children with seatwork. Learning Center time for those who finish.	12:00-1:00 MATH Use worksheet prepared by teacher to practice writing numbers in sequence with those who need help. 1:00-1:30 RECESS Monitor outside activity 1:35-2:30 Social Studies Observe and assist teacher	2:30-2:45 Story Time Correct seatwork finished today. 2:45-2:50 Dismissal and hall duty. 2:50-3:00 Plan with teacher for tomorrow
WEDNESDAY	10:30-11:00 LUNCH 11:10-11:30 Individual attention, time on task, seatwork, and/or learning center time. 11:30-12:00 LIBRARY	12:00-1:00 MATH Practice with those who need it to count items in sequence up to 25. Practice with those who need help writing numbers 1-10 1:00-1:30 RECESS Monitor outside activity 1:40-2:30 MUSIC	2:30-2:45 Story Time 2:45-2:50 Dismissal and hall duty 2:50-3:00 Plan with teacher for tomorrow.
THURSDAY	10:30-11:00 LUNCH 11:10-12:00 Individual attention, time on task, seatwork, and learning center time.	12:00-1:00 MATH Cutting numbers out of newspapers and matching them with cards having the number of objects pictured. 1:00-1:30 RECESS Monitor outside activity on playground 1:40-2:30 ART Assist teacher to distribute materials	2:30-2:45 Clean up room and materials 2:45 Dismissal
FRIDAY	10:30-11:00 LUNCH 11:10-12:00 Individual attention, time on task, seatwork, and learning center time.	12:00-1:00 MATH Teacher made test on number knowledge, ability to write numbers, and ability to write numbers in sequence. 1:00-1:30 RECESS Monitor outside activity	1:30-2:20 SCIENCE Observe and assist classroom teacher with the walk around school. Assist too with children during walk. 2:25-2:45 Story Time Show filmstrip "Make Way For Ducklings" 2:45-2:55 Dismissal and hall

TEACHER 5th WEEK

	8:45-9:15 SUPERFRIENDS (Above Ave.)	9:20-9:50 SMURFS (Average)	9:55-10:25 PEANUTS (Below)
MONDAY	Text: Sun Up Introduction of the beginning sound W. Workbook skills pgs. 19-21. Have the students put the letter W with the picture	Text: Sun Up Introduction of the beginning sound S. Workbook skills pgs 11-13. Using picture cards have students clap their hands if they hear the initial sound of S.	Text: Look, Listen and Learn Introduce the letters Ee, Ff, Gg, Hh. Hold a letter up and have the students identify it. Practice writing the letters. Workbook page 49
TUESDAY	SUPERFRIENDS Introduce the words Buffy, Mack, the, was, sun, up. Workbook pages 25-28 Recognize sentences beginning with capital letters. Silent and oral readings of text pages 4-7.	SMURFS Introduce initial Bb. Workbook pages 14-17 Read sentences and have fill in the blank with the correct word that begins with a B sound.	PEANUTS Review letters Ee, Ff, Gg, Hh. Look, Listen & Learn Workbook pgs. 49-50. Teacher's Edition worksheet p. 211
WEDNESDAY	SUPERFRIENDS Introduce the initial sound of Gg. Introduce the words: good, morning, and. Workbook pages 31-32. Recognizing the comma. Silent and oral reading of pages 8-11 in text.	SMURFS Review the sounds of S and B in the initial position. Introduce the initial W. Workbook pages 18-20 Divide students into two teams and have them think of words that begin with the letters s, w, and b.	PEANUTS Introduce the letters Ii, Jj, Kk, Ll. Look, Listen and Learn Workbook pages 51-52. Practice writing the letters introduced in this lesson.
THURSDAY	SUPERFRIENDS Review initial sounds of s, b, w, m, and g. Introduce the words went, and to. Workbook page 38. Silent and oral reading of pages 13-15 in text.	SMURFS Introduce initial Mm. Workbook pages 22-24 Using picture cards have the students clap their hands if they hear the initial sound of m.	PEANUTS Review the letters Ii, Jj, Kk, Ll. Play the Three Bears Game
FRIDAY	SUPERFRIENDS Review words Buffy, Mack, the, was, sun, up, good, morning, and. Have the students find and circle the words in a worksheet. Introduce initial Rr. Workbook pages 41-43	SMURFS Review the letter m from yesterday. Review the letters S,B,W, and M using the Sun Up Wheel. Test.	PEANUTS Review the letters A-L. Practice writing the letters in the sand-box. Using alphabet cards hold up a letter and have a student identify it.

TEACHER 5th WEEK - CONTINUED

MONDAY	10:30-11:00 Lunch 11:10-12:00 Individual attention. Assist students with seatwork. Correct finished seatwork. Learning Center time for those who have completed their work.	12:00-1:00 MATH Adding one(1) to single digit numbers Workbook pages 22-23 Work with those having difficulty. 1:00-1:30 RECESS 1:40-2:00 HEALTH Show film on Cleanliness	2:00-2:20 Children will draw a picture of ways to practice cleanliness at home. 2:25-2:40 Story Time 2:45 DISMISSAL 2:45-3:00 Preparing for next day. Make changes in lesson plans if necessary.
TUESDAY	10:30-11:00 Lunch 11:10-12:00 Individual attention and Learning Centers	12:00-1:00 MATH Review adding 1 to single digit numbers. Use teacher made worksheet. Give extra attention to the low group. 1:00-1:30 RECESS	1:40-2:15 SOCIAL STUDIES Bus Safety--Mr Patterson (bus driver) will talk to class. 2:20-2:35 STORY TIME 2:35-2:45 Classroom Clean up 2:45 DISMISSAL
WEDNESDAY	10:30-11:00 Lunch 11:10-12:00 Individual attention, time on task, and learning center activity	12:00-1:00 MATH Work with adding buttons Work with low group on knowing their numbers. 1:00-1:30 RECESS	1:45-2:15 MUSIC 2:20-2:35 STORY TIME 2:45 DISMISSAL 2:45-3:00 Prepare for next day.
THURSDAY	10:30-11:00 Lunch 11:05-11:30 Individual attention and Learning Center activity 11:30-12:00 LIBRARY	12:00-1:00 MATH Review adding 1 Test tomorrow. Workbook pages 24-25 1:00-1:30 RECESS	1:40-2:25 ART Make Magnolias (Language Experience Activity) 2:30-2:40 STORY TIME 2:45 DISMISSAL
FRIDAY	10:30-11:00 Lunch 11:10-12:00 Individual attention	12:00-1:00 MATH Test--Adding 1 to single digit numbers 1:00-1:30 RECESS	1:30-2:00 ETV - Electric Company 2:00-2:40 Cook popcorn. Remember to bring a sheet 2:45 DISMISSAL 2:45-3:00 Prepare for next weeks lessons

ASSISTANT TEACHER 5th WEEK

	8:45-9:15 TEAMS	9:20-9:50 SUPERFRIENDS	9:55-10:25 CHIEF
MONDAY	Reinforce letters Aa, Bb, Cc, and Dd. Trace over both capital and small letters. Use comic strips and circle the letters one at a time when found in print	Reinforce beginning sound of W. Phonics pages 79-80 . . . consonant W. Call off list of words and clap hands if word begins with W. EPC Tape 11 B2 EPC Worksheet on W	Reinforce beginning sound S Phonics book pages 43-44 Consonant S EPC Tape 8 A1 S sound Individual seatwork 8 A1 worksheet Sound Book Ss
TUESDAY	Reinforce Aa, Bb, Cc, Dd. Using writing tablets, make one row of each letter. Sandbox--Trace the letters Aa, Bb, Cc, Dd in sand.	Reinforce initial sound M Phonics pages 53-54 . . . consonant M. EPC Tape 9 A2 . Also worksheet 9 A2 on M Reinforce words the, was, up on chalkboard using The Detective Game.	Reinforce sound of Bb in beginning position Phonics book pages 47-48 consonant B EPC Tape 5 A1 Individual seatwork 5 A1 worksheet Sound Book Bb
WEDNESDAY	Reinforce letters Ee, Ff, Gg, and Hh. Use alphabet cards and have children match capital and small letters. Use comic strips from paper--Circle letters one at a time.	Reinforce the initial sound G. Also reinforce the sight words good and morning and and. Phonics book pages 65-66. EPC Tape 12 B2 on G sound. Practice language skill on page 128 of Teacher's Edition	Review Ss, Bb, Ww, sounds Phonics pages 79-80 Initial W EPC Tape 11 B2 EPC Worksheet 11 B2 Sound Book Ww
THURSDAY	Reinforce Ii, Jj, Kk, and Ll. Using writing tablets make one row of each letter. Let children in group practice making the letters in upper and lower case on the board.	Reinforce initial sounds S, B, M, G, and W. Play Grocery Game- 2 teams, each person thinks of grocery item with the beginning sound given by the teacher. Language skills page 159 of Teacher's Edition. Substitute initial sounds	Reinforce initial sound Mm Phonics pages 53-54 EPC Tape 9 A2 M sound Individual worksheet 9 A2 Sound Book Mm
FRIDAY	Reinforce Ii, Jj, Kk, Ll Practice writing names on tablet Alphabet Game--The Three Bears	Reinforce sight words Buffy, Mack, the, was, sun, up, good, and, morning. Sentence strips--Use words individually to make sentences	Reinforce Ss, Bb, Mm, and Ww Duplicating Book-- Phonics book A1--Use a worksheet for each letter and make a test booklet of the initial consonants Ss, Bb, Mm, and Ww

ASSISTANT TEACHER 5th WEEK - CONTINUED

MONDAY	10:30-11:00 LUNCH 11:10-12:00 Individual attention and time on task Assist students with seatwork and correct when finished.	12:00-1:00 MATH Adding 1 to single digit numbers. Workbook pages 22-23 1:00-1:30 RECESS STORE DUTY	2:00-2:15 HEALTH Show film on cleanliness. Use checkup test afterward Children draw picture. 2:20 Take early bus students to bus 2:25-2:45 Check papers 2:45-3:00 Hall Duty
TUESDAY	10:30-11:00 LUNCH 11:10-12:00 Individual attention and time on task. Assist students with seatwork and correct finished seatwork.	12:00-1:00 MATH Review adding 1 to single digit numbers Use teacher worksheet Correct math. papers 1:00-1:30 STORE DUTY	1:40-2:15 SOCIAL STUDIES Bus Safety--Mr. Patterson (bus driver) talks to class 2:20 Take early bus students to bus 2:25-2:40 Distribute papers and clean up 2:45-3:00 Hall Duty
WEDNESDAY	10:30-11:00 LUNCH 11:10-12:00 Individual attention and time on task. Assist students with seatwork and correct finished seatwork.	12:00-1:00 MATH Work with adding buttons 1:00-1:30 STORE DUTY	1:45-2:15 MUSIC 2:20 Take early bus students to bus 2:25-2:40 Check and distribute papers 2:45-3:00 Hall Duty
THURSDAY	10:30-11:00 LUNCH 11:10-11:30 Individual attention and time on task. Assist students with seatwork. 11:30-12:00 LIBRARY	12:00-1:00 MATH Review adding 1 to single digit numbers. Workbook pages 24-25 Check Math. papers 1:00-1:30 STORE DUTY	1:40-2:15 ART Make magnolias 2:20- Take early bus students to bus 2:25-2:40 Check and distribute papers 2:45-3:00 Hall Duty
FRIDAY	10:30-11:00 LUNCH 11:10-12:00 Individual attention and time on task. Assist students with seatwork and correct seatwork when finished.	12:00-1:00 MATH Test adding 1 to single digit numbers using teacher made test Correct test 1:00-1:30 STORE DUTY	1:30-2:00 ETV Electric Company 2:00-2:40 Popcorn Time Remember to bring a sheet 2:45-3:00 Hall Duty